

## WEBBER ELEMENTARY

140 Webber School

Eastover, South Carolina

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	324 Students	
<b>Principal</b>	Dorothy G. Ham	803-353-8771
<b>Superintendent</b>	Dr. Percy A. Mack	803-231-7500
<b>Board Chair</b>	Dwayne Smiling	803-231-7556

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Average</b>	<b>Good</b>
2010	Average	Good
2009	Average	Excellent
2008	At-Risk	Below Average
2007	At-Risk	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>

<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

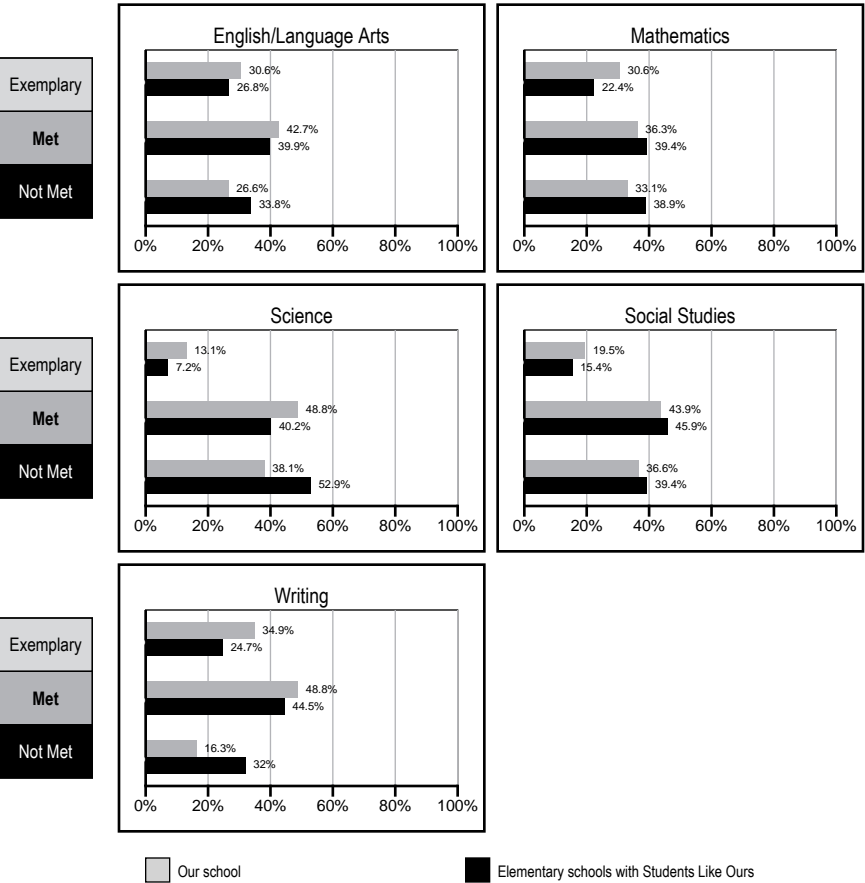
95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	8	90	51	23

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=324)</b>				
First graders who attended full-day kindergarten	92.3%	Up from 81.3%	100.0%	100.0%
Retention rate	1.1%	Up from 0.7%	1.5%	1.1%
Attendance rate	96.2%	Up from 96.1%	96.2%	96.2%
Served by gifted and talented program	6.7%	Up from 3.9%	5.5%	13.4%
With disabilities other than speech	1.5%	Down from 6.9%	4.2%	4.1%
Older than usual for grade	0.0%	No Change	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=25)</b>				
Teachers with advanced degrees	56.0%	Down from 57.1%	61.8%	62.5%
Continuing contract teachers	68.0%	Up from 57.1%	82.4%	88.2%
Teachers returning from previous year	80.6%	Up from 79.6%	84.6%	87.8%
Teacher attendance rate	97.4%	Down from 97.8%	95.2%	95.2%
Average teacher salary*	\$45,436	Down 2.0%	\$45,168	\$46,773
Professional development days/teacher	8.0 days	Up from 7.0 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	4.0	4.0
Student-teacher ratio in core subjects	18.8 to 1	Down from 19.4 to 1	17.6 to 1	19.9 to 1
Prime instructional time	93.1%	Down from 93.7%	90.3%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$9,429	Down 1.8%	\$8,426	\$7,447
Percent of expenditures for instruction**	77.3%	Up from 73.3%	67.8%	68.4%
Percent of expenditures for teacher salaries**	71.2%	Up from 63.1%	64.2%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Once again, Webber Elementary, your Red Carpet School, was recognized for it's work to becoming a continuous school of excellence this school year. What an exciting accomplishment for this beautiful rural community school.

The school met AYP (Adequate Yearly Progress) in 2010 by continuing to close the achievement gap for all students in all content areas in meeting our instructional goals. In doing so, our school's improvement index, and growth rating earned the school two Palmetto Silver Awards for student achievement. While rated #3 in the district last year, our school was still listed in the top ten at #6 for student achievement growth.

One of the major goals last year was to involve all of our children and their families in the many exciting activities designed to bring both excitement and increased interest in books and reading as well as math. Our business partner, International Paper, could not have been more supportive in this effort as they awarded the school thousands of dollars to help start home libraries of all of our students, provide incentives to students for meeting their reading goals on the bus ride home, monthly new book distribution and rallies for our Books-on-the-Bus program. This was one of many of the activities the students overwhelmingly enjoyed this year.

Student recognitions for meeting their MAP, Reading Challenge, Success Maker, Honor Roll as well as behavioral goals were elevated. It is critical that we continue to improve on this factor to further reinforce the enthusiasm of the students for being accountable for their own learning.

The review of our data showed an increase in student, teacher, and parent conference attendance. There was an increase in instructional time, character education programs and overall parent participation as well. Still, however, we are fully aware of the constant need to nurture and build upon this commitment in order to sustain a quality education for all of our children.

And finally, while usually ending our report to the community with a challenge, we must take this opportunity to extend a huge THANK YOU to our parents, our beautiful children, our ever-supportive business partners, our churches and our community for supporting the work of our district, our faculty, staff and students at Webber Elementary School this past school year.

Dorothy G. Ham, Principal

Yvonne Hall, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	24	43	33
Percent satisfied with learning environment	82.6%	95.3%	97.0%
Percent satisfied with social and physical environment	91.3%	93.0%	93.9%
Percent satisfied with school-home relations	82.6%	95.3%	93.5%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 10 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%**	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	134	100	26.6	42.7	30.6	80.6	78.3	82.4	Yes	Yes
Gender										
Male	73	100	25.8	47	27.3	81.8	74.3	78.7	N/A	N/A
Female	61	100	27.6	37.9	34.5	79.3	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	14	100	28.6	50	21.4	78.6	92.8	88.9	I/S	I/S
African American	119	100	26.6	42.2	31.2	80.7	74.2	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.4	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.9	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	86.4	83	I/S	I/S
Disability Status										
Disabled	29	100	N/AV	N/AV	N/AV	46.4	45.7	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	125	100	28.2	42.7	29.1	79.5	73.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	134	100	33.1	36.3	30.6	76.6	75.1	81.9	No	Yes
Gender										
Male	73	100	36.4	33.3	30.3	75.8	73.5	79.9	N/A	N/A
Female	61	100	29.3	39.7	31	77.6	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	14	100	35.7	35.7	28.6	71.4	92.1	88.9	I/S	I/S
African American	119	100	33	36.7	30.3	77.1	70.3	71.4	No	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	93.3	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	82.1	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	84.4	I/S	I/S
Disability Status										
Disabled	29	100	75	17.9	7.1	42.9	40.4	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	125	100	35	35.9	29.1	75.2	69.8	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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**Science**

All Students	91	100	38.1	48.8	13.1	61.9	58.7	68.6
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**Gender**

Male	47	100	34.9	48.8	16.3	65.1	58.2	68.3
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Female	44	100	41.5	48.8	9.8	58.5	59.2	68.9
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**Racial/Ethnic Group**

White	7	I/S	I/S	I/S	I/S	I/S	87.8	80.7
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African American	83	100	39.5	46.1	14.5	60.5	51	51.4
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	70.1	85.3
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.2	61.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	75	70.8
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**Disability Status**

Disabled	20	100	N/AV	N/AV	N/AV	10.5	29.7	35.7
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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**English Proficiency**

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	54.3	60.7
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**Socio-Economic Status**

Subsidized meals	85	100	39.2	48.1	12.7	60.8	50.1	57.3
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**Social Studies**

All Students	89	100	36.6	43.9	19.5	63.4	64.7	72.5
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**Gender**

Male	51	100	28.9	44.4	26.7	71.1	63.6	72
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Female	38	100	45.9	43.2	10.8	54.1	65.8	73.1
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**Racial/Ethnic Group**

White	10	I/S	I/S	I/S	I/S	I/S	88.4	81
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African American	78	100	38	45.1	16.9	62	58.3	60
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Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	73.3	89
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Hispanic	1	I/S	I/S	I/S	I/S	I/S	71	69.6
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American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	73.7	73.5
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**Disability Status**

Disabled	20	100	57.9	36.8	5.3	42.1	33.1	40.5
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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**English Proficiency**

Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.7	69.7
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**Socio-Economic Status**

Subsidized meals	82	100	39	42.9	18.2	61	56.8	62.9
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Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	47	100	16.3	48.8	34.9	83.7	66.5	73.2	96.2	96.1
Gender										
Male	27	100	12	52	36	88	62	67.2	95.9	95.9
Female	20	100	22.2	44.4	33.3	77.8	71.2	79.4	96.6	96.3
Racial/Ethnic Group										
White	8	I/S	I/S	I/S	I/S	I/S	87.8	81.5	95	96.2
African American	39	100	17.1	48.6	34.3	82.9	60.7	61.3	96.4	96.1
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	83.3	87	90.4	96.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	74.8	66.7	95.4	95.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	92.2	94.5
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	23.7	26	94.6	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	66.2	65.7	94.1	95.9
Socio-Economic Status										
Subsidized meals	43	100	17.9	46.2	35.9	82.1	59.1	63.2	96.2	95.9

Abbreviations for Missing Data



PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	44	100	22	29.3	48.8	78
	4	44	100	25	50	25	75
	5	46	100	25.6	44.2	30.2	74.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	41	100	33.3	35.9	30.8	66.7
	4	46	100	31	38.1	31	69
	5	47	100	16.3	53.5	30.2	83.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	44	100	39	24.4	36.6	61
	4	44	100	20	52.5	27.5	80
	5	46	100	30.2	39.5	30.2	69.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	41	100	51.3	23.1	25.6	48.7
	4	46	100	23.8	40.5	35.7	76.2
	5	47	100	25.6	44.2	30.2	74.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	23	100	76.2	9.5	14.3	23.8
	4	44	100	37.5	60	2.5	62.5
	5	23	100	9.5	66.7	23.8	90.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	21	100	65	30	5	35
	4	46	100	33.3	52.4	14.3	66.7
	5	24	100	22.7	59.1	18.2	77.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	21	100	50	40	10	50
	4	44	100	27.5	62.5	10	72.5
	5	23	100	72.7	13.6	13.6	27.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	20	100	42.1	36.8	21.1	57.9
	4	46	100	38.1	54.8	7.1	61.9
	5	23	100	28.6	28.6	42.9	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	44	100	34.1	26.8	39	65.9
	4	45	100	33.3	42.9	23.8	66.7
	5	44	100	32.6	30.2	37.2	67.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	47	100	16.3	48.8	34.9	83.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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